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The Purple and White

MARCH, 1912.



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JACKSONVILLE, ALABAMA

The Purple and White

State Normal School, Jacksonville, Alabama.

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LITERARY DEPARTMENT

H. C. NIX, EDITOR

CULTURE AND CONVENTION

With Reference to the Dramatic Efforts of Henric Ibsen.

BY HARRY M. AYERS.

"Speedy," which is my typewriter, and I are not in the habit of dwelling together for very long at a time on cultured dissertations; and as I sat down to relieve myself of this burdensome subject, with one foot cocked up on the north side of my desk with the other shot out almost at right angles under that same bit of furniture, with my chair resting on two legs and the back thereof extending backward at about 25 degrees, I presented anything but a "cultured" appearance. But Madame Sherry has told you that "ev'ry little movement has a meaning of its own," and this is a conventional posture adopted by newspaper men, who are always from Old Point Comfort and will assume any attitude that will guarantee the turning out of the most "copy" in the least possible time.

And it is not without a sense of justification that I mention these apparent inconsistencies, for I am told that Ibsen himself was once a newspaper man, and due to this fact I believe that he would acquit me of the charge of nonchalance in this attempt to settle his fate for all succeeding generations were he to encounter me in the aforesaid attitude while engaged in this task. Ibsen's paper was at first called "Man," but, as it was in the beginning of this mundane sphere, he soon saw that man could not exist alone, so he renamed the sheet "Andhrimner," which was the name of a mythical cook of the gods in Walhalla; and, I dare say, the change was made in a hungry moment, after the subscription had reached a pretty low ebb, the advertising almost ceased, before that traveling stipend was granted, and when Ibsen himself was pretty "hollow." Whether that be true or not, however, it is a fact worthy of note that newspaper men have always regarded the function of the cook as second only to the eternal destinies of man in the body politic. It should also occasion no surprise that Ibsen was "cultured," for since all of the

gentleman of his community—when they die—are such “cultured gentlemen” and all the young ladies—when they marry—are so “cultured and refined,” ye editor naturally absorbs a certain amount of culture.

Ibsen's was a hard lot. Before he happened to the misfortune of becoming a journalist, he was a pill-roller, or, to be more explicit, he worked in an apothecary's shop, and that was before the day of “Drug Store Charleys.” No ice cream sodas, no coca-colas, no nut sundries or chocolate sherbets for Ibsen. He was also a Thespian and an artist, and I have often thought it a cruel invention of fate that an artist, often without a pallet on which to lay his head or a sou with which to satisfy the craving of a parched palate, must needs sit constantly before a paint-smeared palette and be reminded of his luckless lot. In addition to these misfortunes, Ibsen had ancestors, and I hold that being compelled to live in Norway with the knowledge that one's great-great-grandfather had been a Dane, one's great-grandmother Scotch, and one's grandfather and grandmother of German descent is enough to upset the spleen of any normally constituted being.

Ibsen was upset, and as soon as he regained his feet, he determined himself to do a little upsetting; which he did. He first upset Norway because she was weak in the spine. He then traveled about a bit, looked the world over, and decided to upset organized society, which he also did; and, though he is now dead, he is still upsetting. He becomes so real at times that he almost upsets one's stomach, but, remembering his fight for survival and giving him credit for good intentions, we will regard his extremity as but the natural expression of a man who had to face life in its extremes.

In considering the life of Ibsen, one is reminded of the old school-boy topic of debate, “Does the man make the age or does the age make the man?” In the case of our subject, we are inclined to consider him a product of his age, but, in the second place, he has turned around, as if in revenge on his age, and almost created a new age of his own. Essentially Ibsen's was a creative genius, being thereby the very antipodes of convention; and speaking of a creative genius, our thoughts naturally hark back to the Garden of Eden. Adam was the first earthly creative genius. At first he lived after the conventions of the monkeys, but he soon became tired of making a monkey of himself and branched out into independent thought and action. Eve was the first imitative genius, and woman has been imitating ever since, particularly as regards the fashions of Paris and lately the habiliment of the harem, which is a horrible perversion of real breeches.

Like Adam and the monkeys, Ibsen soon became tired of imitating the tricks of Eugene Scribe, who performed ephemeral dramatic tricks to please a fickle French public, and this man of pedigree became a revolutionist. What Scribe had suggested, he developed, establishing a new school of dramatic art, pitching a new plane of thought, and becoming to literature what Wagner is to music or Rubius to act, ignoring convention, physical sensibility and common proprieties. Although a product of his age, he went beyond that age, "looking into the future," as Tennyson says, "as far as human eye could see."

Being by nature of an introspective, philosophic, scientific bent, having had a varied experience, having suffered deeply, having traveled extensively, imbibing especially the influence of German thought in his day, Ibsen was peculiarly fitted for the task which he undertook, and in the final analysis, I regard him as primarily a great interpreter, revealing with a master hand the dangers that beset his age and fulfilling for contemporary society the old injunction, "Know thyself." His dramas of modern life are local to every community today, and by glancing through the columns of the daily press, we have reflected in a cruder way almost every day the story of "Ghosts," "Pillars of Society," "Doll's House," "An Enemy of the People," "The Wild Duck," "Rosmersholm," "The Lady from the Sea," "Hedda Gabler," "Master Builder Solness," "Little Eyolf," "John Gabriel Borkman," etc. In this attempt to mirror conventional society he went further than either Augier or the younger Dumas. He has performed a great service to society, no doubt; yet, I fear, there is an element of danger in his school, as inferior pupils are liable to pervert his philosophy; and I think that society is in demand of an optimist who can lead us out of the dilemma in which Ibsen has left us.

I fear that I shall be taken to task by the club critic for having dealt with such a big subject with such levity, but in defense, I beg to say that I have been awed by that very bigness, handling my subject with the hope of qualifying as club fool (an office which I think should be filled); and in submitting my application herewith for that place, I am moved by a certain sense of diffidence, for I realize that in the old court days, it took a very bright fellow to make a perfect fool of himself.

NOTE:—The foregoing article was read before a club at Anniston. We were studying under the general topic of "Culture and Convention," and I tried to bring my essay within the meaning of that term. It is not exactly appro-

priate for publication, but it is the best I have on hand, and I have not the time in which to prepare a more acceptable article. As a former editor, it is needless to say that I am glad to see *The Purple and White* revived.

H. M. A.

The Pathos of Milton's Life.

We are stimulated and thrilled by the thought of Milton's life, as at the sight of some noble and heroic action. Obviously it is not free from our common human shortcomings, but in its whole ideal and in its large results, we feel it moves habitually on the higher levels and is animated by no vulgar or ordinary aims. Yet it is a feeling of sympathy and pity with which we are possessed, when we think of the burdens he had to bear and the difficulties with which he struggled and which he overcame. While at college, though the foremost pupil of his classes, he was very unpopular with the authorities. Perhaps the beginning of his sorrows was the death of his mother, which occurred in 1637. After spending about sixteen months in that flight for which he had prepared his wings, as he himself explained, the sad news of civil war in England determined him to return, inasmuch as he thought it base to be traveling abroad at his own ease for intellectual culture, while his fellow countrymen at home were fighting for their liberty.

His next step must have been a trial to one who was contemplating "flights above the Anonian Mount." His only surviving sister, having been left a widow with two sons, had married again and Milton found it his duty to undertake the education of his nephews.

In the memorable year 1640, he hired "a house sufficiently for himself and his books" and removed there with his two nephews. Here he hoped to have the leisure to contribute to English literature some lofty work that would make his name famous, but he was to be disappointed. England was on the brink of civil war and after long years of preparation Milton put aside his cherished ambitions and pursuits and freely gave up his life and genius to the service of his country. Except for occasional sonnets, the greatest poet in England

forced himself to write prose for more than twenty years, most of which was written in the "heat of hoarse disputes" and is often marred by the bitterness and personal abuse which marked the controversies of that troubled time.

In 1643 Milton made a hasty and unfortunate step in marrying Mary Powell, a young girl of less than half his age, of royalist family, who proved unsuited to him in disposition and education. A month after the marriage, tiring of the austere life of a Puritan household, she abandoned her husband. It was at this time that he wrote his "Doctrine and Discipline of Divorce," the second edition of which caused him to be denounced as a heretic, attacked from the pulpit, and he and his writings to become a subject of parliamentary investigation. After his wife's return in 1645, he never again mentioned her desertion. To add to his sorrows was the death of his father-in-law in January 1647 and the death of his own father the following March.

His pen was busy for the state until 1652, when his eyes failed him through over-use, and he was stricken with total blindness. In this year his wife died, leaving him with three little girls. His next wife, Katherine Woodcock, whom he married in 1656, lived only fifteen months after their marriage. In these later years of Milton's life, during which he suffered blindness, sorrow, and a broken heart, the cause for which he had sacrificed so much was lost, and England was brought again under the rule of a Stuart king. Life must have been gloomy enough to the blind man; the work of twenty years seemingly thrown away, his friends dead or in exile, his property reduced, domestic trials gathering about him. His daughters, whose privilege it should have been to minister to him, greatly increased his burdens, selling his books without his knowledge and counseling his maid-servant to cheat him in his marketings. He sought some means of relief from these intolerable discomforts, which he happily found through the marriage of Elizabeth Minshull, in 1663.

When matters were at the worst, Milton seems to have borne them with a beautiful fortitude, "having a certain serenity of mind not condescending to little things." His one

faithful daughter, Deborah, speaks of his cheerfulness under the gout and discribes him as "the soul of conversation."

He set the high resolve to make his life "a true poem" and to live "as ever in my great Taskmaster's eyes." In the spirit of his sonnet, "On His Blindness", he was content to "only stand and wait," sending up the prayer out of his darkness.

"So much the rather thou Celestial Light shine inward."

His own words crystalized into his most beautiful sonnet weal the fortitude with which he loved his greatest calamities.

ON HIS BLINDNESS.

When I consider how my light is spent
 Ere half my days in this dark world and wide,
 And that one talent which is death to hide
 Lodged with me useless, though my soul more bent
 To serve therewith my Maker, and present
 My true account, lest He returning chide,
 "Doth God exact day-labour, light denied?"
 I fondly ask. But Patience, to prevent
 That murmur, soon replies, "God doth not need
 Either man's work or his own gifts. Who best
 Bear his mild yoke, they serve him best. His state
 Is kingly: thousands at his bidding speed,
 And post o'er land and ocean without rest;
 They also serve who only stand and wait."

C. M. N.

Why is a hole preferred to a darn?

The darn looks like premeditated poverty, but a hole looks like an accident of the minute.

Mr. Harris (after explaining a long problem in algebra):
 And so we get x minus 0,

Hugh Denman: Gee, all that work for nothing.

A bright member of the Junior class says that Samuel Johnson was "the greatest satyr that the world ever produced.",

Mr. Gallup: What are the proper calling cards, Gilbert?

Mr. Gilbert: With a royal flush you can call any hand,

EDITORIAL DEPARTMENT**A. C. JONES, EDITOR-IN-CHIEF**

The Y. M. C. A. and the Y. W. C. A. are to be highly commended for their hospitality on presenting to the school a set of new song books for the chapel. These books were badly needed and the chapel exercises are now much more inspiring and interesting. This generous act has helped to promote a genuine college spirit which undoubtedly is but a reflection of the spirit of the two Christian associations.

The Annual Debate.

As you will find explained in the editorial of the editor of the literary societies, the time of the annual debate has been changed. The reasons for this change are given in the editorial referred to. Much interest is being manifested in this contest, and we expect to have a very enthusiastic debate. Many visitors and former pupils of the school and members of the societies will be with us when this contest comes off.

The Plan of the April Issue.

It has been arranged and agreed upon by the local alumni and the President of the Alumni Association that the April number of The Purple and White be an alumni issue. In this issue will appear the President's letter to the alumni together with plans and suggestions for the meeting of the Association in May. We hope that every alumnus will take an active part in getting out this issue of The Purple and White and send in material at once for publication.

On a Contribution of a Former Editor.

Under the literary department will be found an excellent article on "Culture and Convention" by Mr. H. M. Ayers of Aniston, a former editor of The Purple and White. We are very glad indeed to have this splendid contribution from Mr. Ayers appear in our magazine. We appreciate very much the in-

terest that this loyal friend of S. N. S., has in our magazine. Hoping that he will favor us with another article of his own selection, we thank him for this contribution and for his prompt response.

A Parent's Letter.

In another column of The Purple and White appears a letter from a parent. Few sources of an institution's strength can possibly be as great as the genuine interest of parents who are deeply interested in the school to which they commit the care and education of their children. The status of a college can be judged in no higher court of appeal than that of an intelligent judgment of an interested parent. No one has its moral and intellectual atmosphere more at heart. So we are justly gratified in receiving a letter of appreciation and praise from a parent who has visited our school and actually attended its class work and come in close contact with the spirit of the institution. We heartily commend the action of this parent and extend a hospitable welcome to all others to visit our college and know better the atmosphere in which their boys and girls are being developed into men and women.

Commencement Announcement.

The Senior Class is very anxious to have as many of the alumni with us this year as possible at our commencement exercises. We feel assured that each and every alumnus is very much interested in the progress of the school, and that our interests are theirs. The entire student body and faculty are planning something of interest and value to all. The President of the Alumni Association is working with us and is very anxious to have a large number of the former pupils with us at the commencement. We need the co-operation of every alumnus to help build up our school; we expect it and we should have it. So let us all rally to the support of our school and organize ourselves for this purpose. By an act of this kind we as alumni can broaden and strengthen the in-

fluence of the Jacksonville S. N. S. So now, alumnus, plan to come and be with us in May, for we need your help.

To the Alumni.

This is now our fourth issue of The Purple and White, and we have received an encouraging support from all sources except from the alumni of the school. The management and student body wishes to thank those who have so loyally supported our magazine. We tried to get a copy of our first issue to every alumni of the school, but not knowing their correct addresses we possibly failed to reach some. Also we sent personal letters to all the former pupils of the school asking their support and co-operation in our undertaking to get out a school magazine, but so far only a few of the alumni have responded. To the alumni we would say: If you have received a copy of our magazine, have read it, and have been interested and approve of our undertaking and appreciate our efforts, we certainly shall appreciate the demonstration of your approval by giving us your subscriptions. As the alumni editor has repeatedly stated: "We shall be glad at all times to receive material for publication for our magazine from the alumni."

Mr. Saunders (In Physics): Every body in the universe is attracted by every other body and the greater the mass the greater the attraction.

Miss Rumbley: Then that is the reason that Mr. Jordan has more attraction for me than Mr. Petty.

Teacher: Can you tell me what nonsense means, Johnny?

Johnny: Yes sir, yes sir.

Teacher: All right, Johnny, tell us.

Johnny: Well if you have a bucket of water and stick your finger in it, then pull your finger out and look for the hole, that's nonsense.

Mr. Harris: Name the bones of the skull, Miss Hamilton.

Sadie Hamilton: I've got them in my head Mr. Harris but I just can't get them out.



CLASS DEPARTMENTS

Senior Class.

CLARA JOHNS, Editor.

The Seniors met and held their regular institute meeting Wednesday afternoon. Talks were given on the following subjects:

"Practical Value of Mathematics," by Miss Adair.

"Should Only So-Called Practical Subjects be Taught in School," Mr. Nix.

"Aims and Methods of Teaching Geography," Miss Johns.

"Aims in Teaching History," Mr. McCollough.

"Value of Modern Languages in School," Miss McCollough.

"Nature Study," Mr. Jones.

Our main object in teaching geography is to have certain facts known, because those facts, however learned, have a value of their own. We live in a beautiful and interesting world; one marvellously fitted to supply our wants and to provide us with enjoyments, and it seems fitting that we should know something about it. To know these things is the first thing contemplated in teaching geography.

In teaching geography we should start with the study of home geography. Develop surface, drainage, etc., by the things which nature surrounds us with, then gradually advance to the study of the geography of the world and by comparison of states, continents, etc., teach the difference in climate productions, surface, people, etc.

Parents usually pay too little attention to the mental development of the child during the first five years of its life, little realizing its relation to after life. The child is bubbling over with interest and finding out things for himself by handling the objects about the home and by coming in contact with the things in nature. If this desire to know and find out things for himself is properly directed, the child may on entering school have accumulated a great fund of child knowledge and even child skill. In this he is laying the foundation for more advanced work and even the higher sciences.

No teacher is more favorably situated for doing this work than the rural school teacher, because an abundance of splen-

did material surrounds her on all sides. In the rural localities fine opportunities for studying the plant life and animal life of the community are offered.

Nature study properly directed will undoubtedly add interest to school work, develop keen observation and logical thinking. Lead the children to study the birds and their habits, plants and their uses, and even the lower forms of life.

In a paper on the subject whether or not only the so-called practical subjects should be taught, read at the Senior Class institute by Mr. Nix, developed the fact that the comprehensive end of education is to prepare man to fulfill the purposes of human existence, that is to live completely, and that no one-sided education can meet these demands. Emphasis was laid upon the fact that too little drawing, manual training, nature study and music was being taught in the rural schools. The paper pointed out some of the weaknesses of the rural schools and suggested plans for the improvement of the same.

Junior Class.

MAUD C. HARRISON, Editor.

The Juniors have finished their course in solid Geometry and have begun their study of Trigonometry and are very enthusiastic over their work. But we are sure that the famous reply of Euclid that "there is no royal road to Geometry" is as truly applicable to Trigonometry.

The Trigonometric ratios of an acute angle, measurements of elevations and distances with protractor and tape, the results worked out by drawings and calculations, contribute to the intellectual training, and have a distinct practical value.

Our work in literature is very interesting. We are now studying the works of Burns, "the poet of the common people," and from his works we have been made to realize that beauty may be found in the most humble surroundings.

Sophomore Class.

LIZZIE RUMBLEY, Editor.

The monotony of our regular routine of work was broken by the annual class social on the evening of February 5th.

When the hour of eight arrived we assembled within the college halls with light hearts and buoyant spirits, ready to enjoy every minute of the time. Nor were we disappointed. An interesting program had been arranged by a committee appointed by the president of the class. Music by Misses Wood, solos by Misses Sargent and Lunceford, and humorous recitations by Messrs. C. G. Connerly and J. A. Griffin were greatly enjoyed. The last number of the program was an excellent talk on "By-Products of College Life," by Professor Howard.

After the program had been rendered each boy was given a slip of paper on which was written the name of a state, and to each girl a slip bearing the name of a capital city. As soon as each "State" had found his "capital," we were ushered into the English room, where delicious refreshments were served.

The hour for departure came all too soon. Miss Parker, who had kindly acted as chaperon, warned us that the hour of ten had arrived. Reluctantly we returned to our homes, feeling grateful to President Daugette for giving us the opportunity for such pleasure.

Freshman Class.

FANNIE RUTLEDGE, Editor.

Quite a number of the Freshmen have entered the new class in algebra. We are fortunate in having Mr. Harris as our teacher.

We also have begun studying the books in literature required for the Second Grade examination. Last week we completed "Treasure Island," and are now studying "Courtship of Miles Standish."

On last Monday evening the class met in the music room and spent a few hours socially. Towards the latter part of the evening hot tea with sandwiches and olives was served.

Miss Adair: "Shakespeare never repeats and his subordinates seldom."

Mr. Gilbert: Does he live in Anniston?

ATHLETIC DEPARTMENT

F. S. SEEF, EDITOR

"Oh, Washington! thou hero, patriot, sage,
Friend of all climes and pride of every age."

—Paine.

It seems that we owe this great hero an apology for allowing ourselves to become so filled with enthusiasm as to forget his hallowed natal day, but while we are repentant, we believe that had he been here to witness the spirit, interest and courage manifested in the class game of football played on his 180th birthday, that he would accept our apology and gladly forgive our forgetfulness.

About three weeks ago the First Grade class took courage to challenge all the other classes for a football game to be played on Feb. 22, which was readily accepted. Each team immediately began practice in earnestness, and each feeling confident of victory. This practice continued up to the time of the game with such enthusiasm as has not been witnessed any other time during the year. When the game started every body seemed almost wild with excitement as they lined up for one side or the other. Even the teachers were present and showed much interest in the game.

Space does not admit of a full description of details, but the game was a prettily played affair, very exciting, and consisting of straightforward football. The first grade boys received the kick-off and were downed about their 30 yd. line. After a number of line-bucks they carried the ball within 30 yds. of their opponent's goal, but failed to carry it over in first quarter. However, in the latter part of the 2nd quarter by a nicely executed play around left end by Taylor, and a spectacular dive by Frost for the ball which was dropped on goal line, the first and only touchdown during the game was made. The team representing the classes other than the First, or Sophomore, put in new men after the first half, and there was nothing more doing in the touchdown line. While both teams fought fiercely, the advantage appeared to be on the side of

the mixed class team in the latter half of game as they played on their opponent's territory a greater part of the time, and threatened their goal more than once. They failed to make goal, but Hall received the ball from an attempted forward pass of the Sophomores in the latter part of the last quarter and made a break for goal. It looked very much like he was going to succeed, but Frost made a sensational tackle after running some distance stopping him about the 20 yd. line. This brought the game to a close as the time was up, giving the game to the Sophomores by the score of 6 to 0. Each individual fought heroically, but Petty of the mixed team seems to deserve some praise for his excellent work. He made several nice runs with the ball, and could be seen darting around his opponents at various times during the game.

Not much interest is taken in basket ball since the outburst of enthusiasm created by the class football games.

An Ode.

Literature I dearly love thee,
 Science I love thee too;
 And many happy hours free,
 I pass with you two.

History I will not leave you out,
 Now you my dear old French.
 Pedagogy don't begin to pout,
 I think you are a cinch.

But Math I cannot like thee,
 (How I wish I could!)
 And rest beneath some geometree,
 Or in some trig wood.

"SPEARESHAKE."

Miss Rutledge: I nearly smothered last night 'cause there was no air in the room.

Mr. Barnett: Why didn't you rise the window?

Miss Rutledge: Oh! I couldn't that's not the yeast (east) side of the house.

ALUMNI DEPARTMENT.**LOLA MCCOLLOUGH, EDITOR**

We are indeed gratified to note that the interest in our magazine is increasing among the alumni. Some have written the editor concerning some particular articles in our last issue wanting to know who was the author of same. I think this shows a marked interest in the work being done here by the students.

We are always glad to receive words of encouragement from any of the Alumni. They give us a greater incentive to work for same. The editor would ask the favor if any of the Alumni who are subscribers to our magazine would put her in touch with any of the alumni whom she has not reached yet. We hope to be able to reach them all with an urgent invitation to attend the commencement exercises this year. The editor would certainly like to have your addresses and know what you are doing, for nothing is of more interest than to know of our classmates' whereabouts and occupation.

Miss Jay King is first assistant at Jennison, Ala.

Miss Myra Sterne is teaching in Anniston, Ala.

Mr. Clyde Oldshue is teaching at Fayette, Ala., Route 1.

Mr. Hiram Barker is at Cardiff, Ala.

Mr. Henry Barker is teaching at Alexander City.

Miss Willie Burton is teaching at Jasper, Ala., Route 1.

Miss Ada Milligan is principal at Iron City.

Miss Millie Barker is teaching at Lincoln, Ala., Route 1.

Commencement is coming. Preparations are already being made leading forward to that end. The resident members of the Alumni Association held an enthusiastic meeting February 20, and laid plans for the attendance of the greatest number of alumni that has ever attended commencement. Among the attractions will be the alumni address, an Alumni banquet and class reunions. A member of each class will write a personal letter to each member of his class asking that he attend in order that that class may have the greatest attendance. The president of the association, Mr. A. L. Johnston, in a letter in the April number of The Purple and White, will give more in detail the plans that will have been perfected by then.

The Educational Value of French and German.

(A Paper Read Before the Senior Institute.)

Prof. Patten says: "The educational value of a subject lies not in the knowledge imparted but in the effect upon the student. It gives him a better capacity for work, a faculty to do other work of a like character, purer ideals of life, greater confidence in his intellect, and keener appreciation of his moral obligations."

A subject has educational value if it trains the memory, develops a sense of accuracy, quickens and strengthens the reasoning powers and broadens the mind of the student by revealing to him modes of thought and expression different from those to which he has been accustomed.

Now do German and French possess these essentials? Every student who has studied these languages thoroughly will answer in the affirmative. Of course a mere smattering of them will tend to give the student a real distaste for them. But studied for the knowledge, the pleasure and the great thoughts that we get from them they have great educational value. I think they are looked at by the average student from a utilitarian standpoint alone. They most certainly are of great importance in this use which we make of them, but this is small compared with the great educational value they possess. They open the mind of the student to the literatures and civilizations of Germany and France, thereby giving us a knowledge which should form an essential part of the intellectual equipment of every educated American.

The study of German and French liberalizes the mind and gives an ampler outlook upon life. Through the literature of these countries the student is able to share in the intellectual life of them now and at other times.

We study our own native language to enrich our thoughts and lives, to broaden our intellect, to gain higher ideals of life and of morals, and to get a broader outlook on life. Why not go farther and enrich our lives to a much greater degree by studying the languages and literature of these countries, Germany and France?

German and French should be ranked with Greek and Latin in our colleges. They possess certain values next to Greek. This claim rests not on the usefulness of the languages to couriers, tourists or commercial travelers and not on their merit as languages, but on the magnitude and worth

of the literatures and the unquestionable fact that facility in reading these languages is absolutely indispensable to a scholar, whatever may be his department of study.

We gain culture from the study of these languages that we can get from the study of no other.

The student who does not enjoy study well enough to spend some time working out the difficult translations of these languages will no doubt say that the literature can be read in our own native language and enjoyed much better. But from my own personal experience in the study of them I have found that we gain great educational value from the study of their native tongue. We go deeper into their social, political, religious and domestic lives by a thorough knowledge of their languages. Many of the best works are often not available until long after they are published in their own languages, and could the student read German and French he could be able to enjoy the works of the great authors in their own language and not have to wait years for English translations.

I think our college professors cannot impress too strongly the great value of a thorough knowledge of French and German to the American or English student. Without a knowledge of these languages this student is much worse off in respect to communicating with his contemporaries than was the student of the 17th century.

Do we expect our English professors to give us a thorough course in the modern drama if they do not know French and German, if they are not acquainted with the plays of the German dramatists, Kleist, Grillparzer, Grabbe, Hebbel, Hauptman and Suderman, and with the French dramatists, Rostand, Bernstein and Victor Hugo?

Even if we have the translations of the works of Schiller and Goethe, Germany's two greatest poets, it will be better to read them in their own language, for many times much is lost in translations. Can we deny the fact that they give us high ideals, rich thoughts, culture, and a deeper realization of the great things in life, when we consider some of the greatest men who spent years of study in these languages; Longfellow, our best-loved poet, Lowell, one of America's greatest scholars,

and Ticknor, one of her greatest professors found these languages worth their time. Can we, who are not Longfellow, Lowells, nor Ticknors by any means not find time to enrich our minds and lives with the pure, wholesome, and beautiful literature of France and Germany?

In the study of these languages we gain greater mental and critical balance, greater appreciation of what our own literature stands for, and indirectly what American, French, and German civilizations stand for. In studying these the student learns to take an intelligent interest in things and events outside his own country, and in this way only does he become broad and unprejudiced.

"No one can claim to have ready access to the fountains of knowledge nowadays who has it only by the channel of his native speech. No one knows his own tongue who knows no other besides it." A liberal education absolutely requires that every English speaking person should have a knowledge of French and German, for it is from these nations we get the most important contributions to literature and science.

L. B. McC.

The Most Convincing Evidence.

(A PROSAIC POET'S JOKE IN VERSE.)

I'm not a poet,
But you don't know it
If you only knew
There would be but few
That could equal my rhymes
With most fantastic lines.
Now thus you surely see
I'm not a poet, to be.
But when you wish a verse to cheer
You in your sorrow, never fear
For you see, and you know, that you may
Find the one, by the name, "J. C. J."

Mr. Howard: (reading in Merchant of Venice): I will sharpen my shoe on the sole of my knife.

EXCHANGE DEPARTMENT**KATE P. ADAIR, EDITOR**

As chronicles of their own school life the Black and Gold and the Columbian are excellent.

We know how to appreciate the efforts of the High School pupils of Jasper in editing the Pulse. Only those who have tried to establish a school magazine know what it means. They have made a beginning.

As usual "Lampy" is to the fore with all that's funny.

The Sophomore number of the College Reflector does credit to the "wise fools."

The Criterion, Marshall, Texas High School, has just come to our table. We will read it with pleasure.

We would appreciate very much exchanges from other schools. Also some have failed to acknowledge our exchanges. Please address all magazines for exchange to Exchange Editor, Purple and White, Jacksonville, Ala.

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221 East 9th St., Anniston, Ala.

Tuesday, January 30, 1912.

Mr. Howard:

My Dear Sir—Will you permit me through the columns of Purple and White to speak of the great pleasure derived from a recent visit to the State Normal School? The institution has a reputation throughout the state for thoroughness, but the broad scope of its work, the practical application and the correctness of the student body was a revelation. One is forcibly impressed with the fact that each young man and woman is there with a definite purpose, and is making every effort to accomplish the same. And they are being taught to live the real every-day life that requires strength of character and firmness of spirit as well as knowledge in the ordinary sense of the word. I only wish that every parent who has a child there could make such a visit as I did: visit the classes, mingle with the students, meet the teachers and see just what is being accomplished. In my estimation, too much praise cannot be given Prof. C. W. Dugette, its head, and the efficient corps of teachers who co-operate so admirably with him.

A PARENT,

CHRISTIAN ASSOCIATIONS

MISS ROXIE DUNAWAY, EDITOR

We remember with pleasure Mr. Montgomery's helpful¹ work in the Christian Associations and are glad to receive his communication,

2216 Blair Ave., Nashville, Tenn., Feb. 12, 1912.

Dear Mr. Sibley.

I have been going around among the colleges of Georgia and Alabama since I left Jacksonville. The boys at Florence have started a Young Men's Christian Association with 50 members and with prospects of more.

I enjoyed very much the visit to Jacksonville. Was glad to have met you, the professors and students. The Nautical Knot will be long remembered and the attractiveness of old "Bill Salt" is not to be forgotten.

I was glad to see the interest that is taken in the work of the Y. M. C. A., and the work among the mill village is certainly a fine piece of practical service in the name of Christ. I told Professor Trawick of this and he will probably write you for information.

The Southern Student Conference next year is to be very strong in the program and attendance and I wish you and a large delegation could come from Jacksonville.

Cordially yours,

JAMES N. MONTGOMERY.

Miss Whale to Mr. Patterson. Who am I to go to the social with? "Mr. Commonsense," answered Mr. Patterson.

Miss Whale: Well I don't want to go with him.

Mr. Patterson: Who do you want to go with then? _____

Miss Whale: I want to go with "Mr. Sporty."

"Well he don't want to go with you," quickly responded Mr. Patterson.

Whom do we call when we see the literature marks? Howard (how hard).

LOCALS

CLARA JOHNS, EDITOR

Mr. H. Y. Brooks, State Auditor of Public Accounts, spent February 20th here and delivered a very interesting talk on education. In his talk he brought out two important points in education, viz: "That education should be made practical," and "that every one should make a careful study of eugenics." We appreciated Mr. Brooks' talk very much and hope he will visit us again soon.

Mr. J. M. Burnett and Mr. Gordon Worley, both graduates of this institution, are now running for the office of County Superintendent of Tallapoosa county.

Mr. J. J. Arnold, former resident of Jacksonville, and a graduate of the S. N. S., was appointed in January Probate Judge of this county by Governor O'Neal. For several years Mr. Arnold has been a prominent lawyer in Anniston, and stands high in both political and social world.

Mr. H. J. Willingham, State Superintendent of Education, spent Thursday at the college and visited several classes.

Temperance Day was observed Friday, February 15, when Dr. Allen gave an interesting and instructive talk on temperance. Several members of Faculty gave quotations from famous authors on temperance.

Miss McGaugh, a teacher of Talladega, visited this school last week and observed the practice teaching of the pupils.

Mr. Sibley taught at Weaver's the past week on account of the death of the teacher there.

Davis: (After the game Feb. 22): How do you all feel, Talladega?

Hall: Like Lazarus at the rich man's gate.

Davis: How's that?

Hall: Licked by the dogs.

LITERARY SOCIETIES**J. D. SAMUELS, EDITOR.**

The Curry Literary Society gave a Leap Year party the 17th of February at the college music room. The room was appropriately decorated with the Curry colors, black and gold, and with ferns.

In spite of the light shower of rain the merry throng came promptly at eight o'clock, and the walls resounded with gay laughter, music and general merriment.

Quite an interesting part of the program was a heart contest. Several questions were written on dainty little paper hearts and answers were made from the letters in the word "hearts." Miss Stella Rentz and Mr. Lawson succeeded in getting all the answers correct and won the prize. A tempting box of bon-bons was presented to them by Mr. Bostian. The booby prize, a lemon, was awarded Miss Maud Hendon and Mr. Simpson.

For refreshments, fruit salad, sandwiches and coffee were served. There was not a dull moment during the evening and every one present declared it to be the most delightful social event of the season.

As was stated in the last issue of the Purple and White, the time of the annual debate between the Morgan and Calhoun literary societies has been changed. We might assign several reasons for this change, but it is sufficient to say that both the debate and commencement exercises are expected to be very elaborate and by having both at the same time the excellency of each would be diminished.

This annual debate invariably arouses great interest, not only in the student body, but every person who has attended this school looks eagerly for the outcome of this annual contest.

Unusual interest is now being manifested by the members of each society. The following expression was made by one of our graduates who recently visited us: "I have never seen so much enthusiasm and real determination to win as is being shown by every member of each society."

The speakers selected are noted for their oratory and deep thinking. Each one has the ability to discuss skillfully the subject selected Messrs. A. C. Jones and E. P. Houston.

THE PURPLE AND WHITE

have been selected to represent the Morgan Society and Messrs. H. C. Nix and I. E. McCollough the Calhoun. The question is the politically popular one of the adoption of the initiative, referendum, and recall.

Each society cordially invites old members to be present at this contest. By your presence you will show loyalty to your society and add enthusiasm to the occasion.

Mr. Bastain (discussing the Pyramids). On these pyramids are hieroglyphics are there not, Mr. Milner?

Mr. Milner: Yes; do they bite, 'fessor?

To the question: "Give a list of the books you have read in literature," a third grade student gave the following answer: I have read: Milne's Standard Arithmetic, Frye's Geography, Physiology, Reed's Word Lessons, United States History, and others. I have also read selections from Longfellow's and Hiawatha's poems.

Who is the hub of the universe? (Bostian) Boston.

What is it that no brave man will take? A dare (Adair).

Miss Morris: Don't Mr. Gallop cuss beautifully on the foot ball field?

Miss Rentz: Sure, but you just ought to hear him up town.

Mr. Nixon: What is the plural of syrup, Miss Hamilton?
Addie Hamilton: Molasses.

The Globe Tailoring Co., of Cincinnati will have expert cutter and fitter with me March 4th and 5th. Don't fail to see him as I make special price for this sale.

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Mrs. W. B. Arbery, President Missionary Society.

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